



Outreach Division of School Improvement

January

2015

In this issue

Family and Community Engagement **Page 1**

Instructional Days and Time Requirement **Page 2**

ECA Assessment Updates **Page 2**

Assessment Accommodations **Page 3**

Accuplacer Updates **Page 3**

REPA 3 Implementation **Page 4**

eLearning News **Page 4**

Hoosier Heroines Essay Contest **Page 5**

Other resources and materials **Pages 6-8**

ESEA Flexibility Waiver

This allows Indiana to be exempt from certain aspects of the federal No Child Left Behind law. It also gives local schools flexibility in how they utilize federal funding and allow more of these decisions to be made at the local level. A copy of the waiver can be found [here](#). Indiana is process of applying for an extension of the waiver through the 2017-18 school year. We must submit the application by March 31, 2015.

Family and Community Engagement

The focus of this outlined article for this month is [Turnaround Principle 8 –Family and Community Engagement](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling but more importantly the eight principles are indicators for high performing schools.

The foundational aspect of [Turnaround Principle 8](#) is that the school, family, and community are engaged in coordination at a level that will assist in removing all educational barriers for all students. It is important to leverage the power of families, community members, community organizations, and the school as active partners to support the student and remove all barriers to help accelerate the academic and personal growth of all students.

When discussing MEANINGFUL family engagement it is important to note:

- To actively engage families is to keep them informed about the academic progress of their student and how this is in comparison to expected learning goals or targets for that grade level. Parents need to know where their student is achieving in relation to the goal or expected outcome.
- There is power in parents being informed and they need to know that they are an active participant in the instructional decisions of their student. Parents in this process can also be informed how they can help their student in progressing towards the learning goals or student outcomes.
- When initiating this contact with parents it is important to make this a positive impact that the education of the child is a team effort.
- Families should be provided opportunities to garner input from families on school decisions through PTOs, Parent Councils, School Leadership Councils, or Town halls. School leaders can use this valuable feedback to make decisions accordingly.

Community engagement is also a component of this principle.

- It is important for schools to cultivate and build relationships with community partners and organizations that can provide support in identified needs of families and students.
- Many times the community organizations are willing to establish and coordinate the service they provide with the school building. All students can achieve to meet high expectations when their emotional, behavioral, physical, and academic needs are met.
- Critical community partnerships will build a network of services that can be provided to families and students that schools cannot otherwise provide alone with the goal of removing or reducing barriers to the academic achievement and personal growth of students.

There are many resources available on the [Outreach Website](#) to support schools in this area. Schools that feel they have strong Family and Community Engagement programs in place are encouraged to explore the possibility of applying for the designation of being a Family Friendly School. The information, application, and materials can be found at this [location](#).

If you are interested in reading the full original article that these notes were developed from you can access it [here](#).

I am also here to support schools in this area as well as in other school improvement efforts. Please contact me if I can assist in anyway.

Doug Thieme-Outreach Coordinator

Cellphone: 317-518-2571

dthieme@doe.in.gov

Twitter: @IDOEOutreach8

Indiana Department of Education- Director of Family and Community Engagement

The IDOE Family and Community Engagement initiative has rolled out in this month. The vision of the FACE Initiative is to assist the Division of School Improvement with an intentional approach to family and community engagement. Our mission is to serve all Indiana schools, including Focus and Priority Schools, with improving their family and community engagement initiatives. In addition to identifying and designating applicable schools as “Family Friendly,” we will create and share a statewide framework for Family and Community Engagement. If you have any questions or in need of additional support in the area of Family and Community Engagement, please contact:

Leroy Robinson

Director of Family and Community Engagement

Indiana Department of Education

South Tower, Suite 600

115 West Washington Street

Indianapolis, IN 46204

Phone: 317-234-5663

lrobinson@doe.in.gov



Review: Instructional Days and Time Requirements Frequently Asked Questions 2014-2015

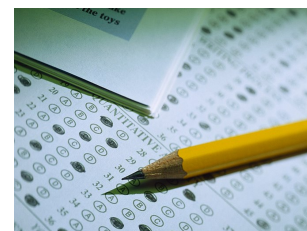
The option of adding time to existing days to make up lost days (conditional waivers) utilized during the 2013-2014 school year expired on June 30, 2014. Performance Qualified High Schools and Districts are those who have earned an "A" in A-F rating and have flexibility available to them directly related to instructional time. Full information related to this option is available on the DOE Accreditation [web site](#).

The FAQ on Instructional Days and Time Requirements can be found [here](#).

If you have any questions please let me know.

ECA Blueprints and Instructional/ Assessment Guidance

Recently the **Blueprints** and **Instructional and Assessment Guidance** documents for the Spring 2015 accountability ECA assessments are now posted on the following web page: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>. Please check back to this page often as more resources are going to be posted as they are finalized. The additional resources that will be coming soon consist of videos, Power Point presentations, and item samplers.



ECA Assessment Support— Experience CCRA

Introduction—As you are aware, measuring the college- and career-ready 2014 Indiana Academic Standards involves a new item type, known as technology-enhanced items. We are pleased to present the **Experience College- and Career-Ready Assessment** tool for ECAs—a place for students, teachers, administrators, and parents to familiarize themselves with the new technology-enhanced item types. This tool may be accessed at <http://in.questarai.com/ccra/>. Read on for more details.

Providing Support: Experience CCRA—The new Experience College- and Career-Ready Assessment tool, also referred to as “Experience CCRA,” includes all of the technology-enhanced item types students will see on the additional Algebra I and English 10 sessions during the Spring 2015 ECA administration. Experience CCRA for ECAs will remain open through the spring. Best practice is to make Experience CCRA a part of instruction. Certainly we want to measure students’ knowledge and skills related to Algebra I and English 10 on the ECAs, rather than their ability to interact with technology. The teacher’s role in preparing students to demonstrate proficiency on college- and career-ready standards includes the use of Experience CCRA items as instructional tools. Whether used in small groups or with an entire class, a focus on metacognition—what students are thinking about as they interact with the item content—combined with an exploration of response choices enables students to understand concepts and skills more deeply. Experience CCRA is a valuable part of classroom instruction this semester!

Accommodations and Tools for Indiana Statewide Testing for 2014-15

The Office of Student Assessment has posted a video entitled ‘Accommodations and Tools for IN Statewide Testing for the 2014-15 School Year’: <https://www.youtube.com/watch?v=sXGncS7L1q0>. This video reviews many accommodations. Some of the topics include: Read Aloud (screen reader vs. human reader), Reference Sheets, Experience College and Career Ready Assessments (CCRA) online, FAQ, Things To Consider and Resources. Please take a minute to watch this important video. **I cannot stress enough how important it is that you take a few minutes to view this video.**

Experience CCRA with Accommodations

The new Experience College- and Career-Ready Assessment tool, also referred to as “Experience CCRA,” includes all of the technology-enhanced item types students will see on the Spring 2015 ISTEP+ Part 2 Assessment and is designed to be used as an instructional tool, encouraging student and teacher interaction. **A version of Experience CCRA for grades 3-8 including accommodations was released in October 2014.** Accommodations include the Screen Reader, high contrast, and large font. Both versions of Experience CCRA may be accessed at <http://experience-ccra-in.ctb.com> and will remain open through the spring. *The Experience CCRA User Guide now includes accommodations information.*

Best practice is to make Experience CCRA a part of instruction. Certainly we want to measure students’ knowledge and skills related to ELA and Math on ISTEP+, rather than their ability to interact with technology. The teacher’s role in preparing students to demonstrate proficiency on college- and career-ready standards includes the use of Experience CCRA items as instructional tools. Whether used in small groups or with an entire class, a focus on metacognition—what students are thinking about as they interact with the item content—combined with an exploration of response choices enables students to understand concepts and skills more deeply. Experience CCRA is a valuable part of classroom instruction.

Experience CCRA Resources

To assist educators in using Experience CCRA, resources are available on the web at this address: <http://www.doe.in.gov/assessment/experience-college-and-career-ready-assessment>. Resources include the following: Experience CCRA User Guide; Brief introduction video; ELA-specific video; and Math-specific video. The Experience CCRA Answer Keys are also on the web for parent and community access.

Important Information— Spring 2015 Test Administrations Times

Test administration times for IREAD-3 are now available—please see the following memo.

[Spring 2015 IREAD-3 Test Administration Schedule.pdf](#)

Coming very soon- ISTEP+ Part1 and Part 2 test administration times.

Accuplacer Updates

Recently the ACCUPLACER guidance has been updated to address questions received from educators and to clarify important program implementation components—especially with regard to nonstandard testing (paper/pencil, Large Print, and Braille). **Please carefully review the important documents listed on the next page.**

Important Notes

- The **read-aloud accommodation** may only be used for the mathematics-related ACCUPLACER assessments.
- Nonstandard testing (paper/pencil, Large Print, and Braille) **involves multiple steps and local required actions.** **Please carefully review the [IDOE ACCUPLACER Program Manual](#) and [Nonstandard Testing At-A-Glance](#) documents.**

The statewide testing window is **January 22 – April 1, 2015**. The test window is divided into two parts:

Part 1: January 22 – February 20, 2015

Part 1 testers should include **juniors** who meet participation criteria outlined in the chart on page 2 (also see Appendix A), and any **seniors** on track to receive a general diploma with an evidence-based waiver who want to qualify for state financial aid for stand-alone remedial courses in the future (see Appendix C for more details).

Part 2: February 25 – April 1, 2015

Part 2 testers should include **juniors** determined to need remediation as a result of the CCR exam taken during Part 1 who wish to enroll in dual credit during the 2015-16 school year (see Appendix B), and **seniors** who may need state financial aid for stand-alone remedial courses and did not pass the CCR exam during Part 1 (see Appendix C).

Directions for ordering **Part 2** tests will be disseminated in the coming weeks.

Contacts and Resources

Direct policy-related questions to: accuplacer@doe.in.gov

Direct all other questions to: danderson-NONEMP@collegeboard.org

Use the following link to access additional ACCUPLACER-related information:

<http://www.doe.in.gov/ccr/accuplacer-and-remediation>

Accuplacer Updates– Continued

Document	Notes
Additional Webinars regarding Nonstandard Testing	Registration required (February 5)
Indiana Testing Site Information	Important change to improve reporting
ACCUPLACER Request for Part 1 Tests (order form)	Submit 5 business days prior to the school's test administration
IDOE ACCUPLACER Program Manual	Carefully review this critical document and forward to test examiners
IC 20-32-9 (PL 268-1023 HEA 1005) Guidance, including Q&A	Updates highlighted in yellow; note clarifications in the participation criteria
ACCUPLACER Participation Criteria	Clarifications highlighted in yellow
Appendix A – Participation Criteria	Flowcharts
Appendix B – Dual Credit-Related Guidance	
Appendix C – Financial Aid-Related Guidance	
Nonstandard Testing At-A-Glance Guide	New! Helpful document
Online Testing At-A-Glance Guide	New! Helpful document
ACCUPLACER Tablet Information	Tablet capabilities and limitations

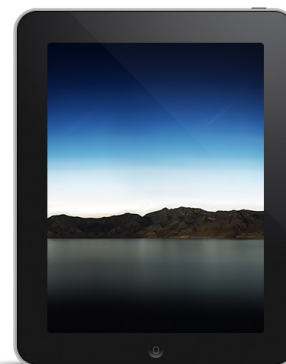
All of these documents can be found at <http://www.doe.in.gov/ccr/accuplacer-and-remediation>

REPA 3– Effective January 13, 2015

On January 16, 2015, the rule changes concerning teacher preparation and licensure known as [REPA 3](#) became effective. While there are some changes, REPA 3 is not significantly different from REPA in many ways; however, two changes of note are the addition of another means to professionalize a teaching license (receive a 10-year license) using National Board Certification and the creation of an additional alternative path to licensure called the Career Specialist Permit. A Frequently Asked Questions document has been prepared to explain the changes and major provisions of REPA 3. If you have questions not addressed in the [FAQ](#), please contact licensinghelp@doe.in.gov.

Digital Learning Grant

The Office of eLearning is happy to announce our newest grant that supports districts ready to launch thoughtful 1:1 implementation plans, as well as districts that have assessed their current 1:1 implementation and are prepared to take the next steps such as expanding grade levels or replicating successes from pilot projects. **The application period opened on January 16 with the closing on February 6th.** More information and the application can be found on the [Digital Learning Grant webpage](#).



PD Opportunity– Five-Star Academy Provides Seats in Online Courses

The Office of eLearning's strategic partnership with Five-Star Academy means every Indiana school district is entitled to four (4) seats in Five-Star's facilitated online courses. The eight-week online courses cover cutting-edge strategies to assist teachers, instructional technology coaches, administrators, and curriculum directors' ways to integrate technology in schools. Participants receive 40 Professional Growth Points (PGPs) upon the completion of each course. Get course details at: <http://www.five-startech.com/online-course-registration-other> Discuss with your district personnel if interested in this opportunity.

Presidential Award for Excellence in Mathematics and Science Teaching

The **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** is the highest honor bestowed by the United States government specifically for K-12 mathematics and science teaching.

Anyone--principals, teachers, parents, students, or members of the general public--may nominate exceptional mathematics or science (including computer science) teachers who are currently teaching grades 7-12 for the 2014-2015 award year. Teachers may also apply directly at www.paemst.org.

The **Nomination Deadline is April 1, 2015**. This date gives the nominated teacher time to prepare an application prior to the application deadline. The **Application Deadline is May 1, 2015**, for secondary school teachers (grades 7-12). Elementary school teachers (grades K-6) are eligible to apply during the 2015-2016 program year.

HSDL Digital Media Festival

The Hoosier Student Digital Leaders (HSDL) program is sponsoring the first annual Digital Media Festival to provide an opportunity for students to share their digital media creations. Students grade 6-12 are called to submit a one to two minute digital media project that addresses cyberbullying. We have extended the submission deadline to February 27, 2015. Get all the details at <http://www.doe.in.gov/elearning/hSDL-digital-media-festival>



Hoosier Heroines: Moments in History Essay Contest: Grades 5-9

Students in grades 5-9 are invited to participate in our Hoosiers Heroines essay contest. I hope that you will consider having your students participate. The complete details, information, and submission packet can be found at

http://www.in.gov/lq/files/Hoosier_Heroine_Essay_Contest_Packet_final_packet.pdf

Follow the Reader— Big Goal Collaborative Third Grade Reading Team



Big Goal Collaborative's 3rd Grade Reading Team has developed a tool for increasing our region's literacy. Based on Project READS' curricula to train mentors and parents, Follow the Reader is a highly engaging, highly interactive series of 5 online programs. This Northeast Indiana Original is now available FREE to mentors, tutors, childcare providers, parents, and anyone else within the 10-county region of Northeast Indiana represented by the Northeast Indiana Regional Partnership and the Big Goal Collaborative. The online programs can be accessed through the Project READS website:

<http://abouteducation.org/>

ESEA Flexibility Waiver

U.S. Department of Education announced to states with an approved ESEA Flexibility Waiver, that they can request a three-year renewal to extend their ESEA Flexibility Waiver through the 2017-2018 school year. States will have until March 31, 2015 to submit their extension request to the U.S. Department of Education. The Indiana Department of Education will be working with stakeholders as we move forward towards the submission of Indiana's extension.

A copy of the waiver application can be found [here](#). If you have any questions, please contact Federal Relations Director Jeff Coyne at jcoyne@doe.in.gov.



Assessment Calendar and Updates 2014-2015

January 21– February 27– WIDA ACCESS Annual Assessment

January 22– April 1– ACCUPLACER

January 26– March 6– National Assessment of Educational Progress (NAEP) Grades 4, 8, & 12–

Online or Paper/Pencil Math, Reading, and Science

February 9– March 6– ECAs (Late Winter)

March 1– April 30– ISTAR (Science and Social Studies)

March 2– March 11– ISTEP+ Part 1– Paper/pencil (Applied Skills)

March 2– March 13– ISTEP+ Part 1– Online (Applied Skills)

March 16– March 18– IREAD3 (Spring)

March 30– May 29 6– National Assessment of Educational Progress (NAEP) Grades 4, 8, & 12–

Paper/Pencil Trends in International Mathematics and Science Study (TIMSS)

March 30– May 15– NCSC Assessment (English/Language Arts and Mathematics)

April 20– June 3– ECAs (Spring)

April 27– May 8– ISTEP+ Part 2– Paper/pencil (Pre-approval required) (Multiple-Choice & Technology-Enhanced Items)

April 27– May 15– ISTEP+ Part 2– Online (Multiple-Choice & Technology-Enhanced Items)

June 1– July 24– IREAD3 (Summer)- Online

June 8- July 24– IREAD3 (Summer) Paper/pencil (as needed)

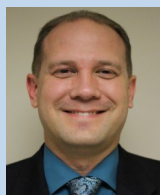
June 18– July 30– ECAs (Summer)

Outreach Division of School Improvement

Cell: 317-518-2571

Email: dthieme@doe.in.gov

Website: <http://www.doe.in.gov/outreach>



Doug Thieme
Outreach Coordinator

IMAGINING THE POSSIBILITIES. MAKING THEM HAPPEN.

Please don't hesitate to contact me if I can support your work in any way at the district and school level. I am here to assist in any way.

Please pass this newsletter on to your principals, teachers, and other school/district personnel that would benefit from the information it provides.

I am continually adding individuals that would like to be added to the newsletter email so that they can receive it directly. If you are one of those individuals please email me to request that your name is added to the list of recipients.

The following remaining two pages contain Professional Development opportunities that are being offered by the Region 8 Education Service Center. PLEASE visit to see the QUALITY sessions that they are providing. They are always looking to add to their agenda and PD calendar. Please let them know of the needs of your district and school.



The last page contains resources that your principals and teachers might find beneficial to improving instruction and their lessons. Please take a look. If you find resources that are useful that schools would find beneficial please let me know.















Professional Development Opportunities and Resources

Region 8 Education Service Center PD Opportunities

Note: Courses with [A] have available sessions.

The following are Upcoming Conferences

-  [Strategies for Success for ELs: K-12 \[A\]](#)
-  [Textbook Caravan-2015 Social Studies K-12 \[A\]](#)

-  [College & Career Ready Assessments: Algebra 1 ECA to CCR Grade 10 Summative Assessment](#)
-  [College & Career Ready Assessments: Preparing for the English 10 ECA \[A\]](#)
-  [Curriculum Council Meeting \[A\]](#)
-  [For Educational Office Professionals: Management and Leadership Skills](#)
-  [Helping Students Develop Argumentation Writing Skills: ELA 6-12 \[A\]](#)
-  [Helping Students Meet the IN Science/Technical Subjects Literacy Standards: 6-12](#)
-  [Helping Students Meet the Social Studies Literacy Standards 6-12 \[A\]](#)
-  [Holocaust Teacher Training Workshop \[A\]](#)
-  [K-12 Counselor Meeting \[A\]](#)
-  [K-12 Principal Meeting \[A\]](#)
-  [Math PBL with the New Indiana CCR Math Standards 6-12 ^{NEW} \[A\]](#)
-  [ParaPro Test \[A\]](#)
-  [The Health of our Youth in Adams County \[A\]](#)
-  [Top 10 Ways to Increase Student Engagement! \(Without Adding Any More to Your Plate\) K-12 \[A\]](#)

Professional Development Opportunities and Resources

Resources

Differentiated Instruction Resources

<http://differentiationcentral.com>

<http://www.differentiatedresources.com/>

<http://www.ericdigests.org/1996-3/mixed.htm>

<http://www.readwritethink.org/professional-development/strategy-guides/differentiating-reading-experience-students-30103.html#strategy-practice>

Guided Math Instruction:

<http://www.illustrativemathematics.org/>

<http://www.k-5mathteachingresources.com/>

www.insidemathematics.org

www.learnzillion.com – for both math and ELA

Content Literacy for College and Career Readiness:

<http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

<http://www.doe.in.gov/achievement/ccr>

http://www.wested.org/area_of_work/college-career/

<http://www.readworks.org/>

The National Education Association recently posted 3,000 online lessons, representing the work of more than 100 "master teachers" who translated the College and Career Ready math and language arts standards into classroom activities for every grade. The instructors share classroom videos, samples of student work and candid evaluations of resources they've tested. The project, a joint venture with ed-tech startup BetterLessons, is funded by the NEA and the Gates Foundation. Organizers hope to have 16,000 model lessons posted by the fall of 2015.

<http://cc.betterlesson.com/>

Scaffolding Lesson Strategies:

<http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

Literacy Resources:

Reading Resources Network

This teacher site by Scholastic has a wealth of information about how to support students to become better readers. The emphasis is on early elementary. The subsection Strategies for Building Success in Your Classroom is the most important for the social studies teacher with its emphasis on nonfiction, classroom libraries, and guided reading.

Graphic Organizers for Reading

This set of thirty graphic organizers has suggested applications to analyzing, brainstorming, comparing, evaluating, hypothesizing, interacting sequencing and visualizing information.

Content Area Literacy

Here are fourteen strategies for teaching students to improve their reading of history-social science material. Each has an indication of when in the lesson the strategy is appropriate and instructions for applying it in the classroom.

Using Readers Theatre

Readers Theatre is a presentation of text that is expressively and dramatically read aloud by two or more readers. Although there may be some staging or costumes, the emphasis is on reading! English Learners benefit immeasurably because they have the opportunity to practice a text several times as they prepare a performance.

Exploring How Section Headings Support Understanding of Expository Texts

This lesson supports third- through fifth-grade students' exploration and understanding of the purposes for section headings in expository texts. Resources are provided for the teacher to select texts that are appropriate to the students' reading level, interests, and curriculum. The lesson requires students to work together to explore their understanding of section headings and solve problems presented to them. For extension activities, students can write their own expository text using three to five section headings and apply the strategy to the outline format.

Choosing, Chatting, and Collecting: Vocabulary Self-Collection Strategy

The vocabulary self-collection strategy involves having students choose the words they want to learn, chat about their rationale for selecting words, and agree upon words for a classroom collection. This strategy is an effective approach to helping students understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading. The strategy also encourages students to use the words for authentic tasks and on a regular basis in their writing. In this lesson, an online Shakespeare text is used as an example. The strategy can be applied to any content area reading.

Building Reading Comprehension Through Think-Alouds

Studies have shown that the think-aloud strategy improves reading comprehension on tests. Through this lesson, the teacher will model the think-aloud strategy for students. Components of think-alouds will be introduced, as well as type of text interactions. Students will develop the ability to use think-alouds to aid in reading comprehension tasks.

Literacy and Learning: Content Literacy Strategies

Here are over 32 strategies for improving comprehension that can be applied to history-social science content reading. Each strategy is described on a separate, downloadable pdf page

Reading Strategies for the Social Studies Classroom

This Holt, Reinhart and Winston site offers U.S. and World History examples of 10 reading strategies by Judith Irvin. They include previewing text, understanding text, graphic organizers, visualizing, building background knowledge, constructing concepts, making predictions, activating prior knowledge, anticipating information, and developing vocabulary.

Be a Reading Detective: Finding Similarities and Differences in Ideas

This lesson provides a compare and contrast strategy technique for nonfiction writing. First, students are introduced to the terms compare and contrast, and asked to find similarities and differences between two common items. Next, students reference an article practice evaluating text by comparing and contrasting. A Reader's Tool Kit handout guides students to identify ways in which an author relates ideas and relationships. Students are then introduced to Venn diagrams as tools that demonstrate similarities and differences. To show that they understand compare and contrast, students independently apply the techniques they learned to curriculum-based materials and present their findings to the class.

An Exploration of Text Sets: Supporting All Readers

The lesson supports readers of a range of abilities and experience through the use of text sets. A text set is a collection that focuses on one concept or topic and includes multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs or encyclopedias. In this lesson, the class community will put together a collection of text sets on topics of keen interest. They will then explore these texts using three key reading strategies: (1) graffiti boards, (2) browsing for key information, and (3) uninterrupted reading/focused free writing.

Acquiring New Vocabulary Through Book Discussion Groups

This lesson explores various ways in which to foster students' vocabulary skills through direct instruction and small-group discussions. While reading the text *Pink and Say* by Patricia Polacco, students identify words that are unfamiliar to them. Working collaboratively in small groups, they discuss the meaning of these new words using context clues from the text, prior knowledge, and print and online resources. They then apply their knowledge of the new vocabulary to further their understanding of the text. This particular lesson can be modified and reused for other areas of the curriculum, with moderate preparation and researching of topic-related resources.

Extensions are included to further expand vocabulary acquisition and reading comprehension.